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ABSTRACT

This state-of-the-art report presents the current IFLA position on library education and training and describes some of the experiences that occurred from 1980 to 1987 on which this position is based. These are: (1) IFLA-Unesco (United Nations Educational, Scientific, and Cultural Organization) pre-conference seminars held in Manila (1980), Montreal (1982), and Nairobi (1984); (2) tri-partite meetings of the FID (Federation Internationale de Documentation), ICA (International Council for Archives), and IFLA which examined the common teaching of management (Vienna, 1983, Varna, Bulgaria, 1985, and Vienna, 1986); (3) an advanced workshop organized by the European Cultural Foundation in Luxembourg (1984) to assess the impact of new information technology on library management, resources, and cooperation in Europe and North America; (4) a Unesco organized conference which produced an action plan (complete copy included) in Paris (1984); (5) guidelines produced by the British Library Association for harmonizing qualifications within Commission countries (1985); and (6) the production of a list of documents relevant to education for archivists which was produced by the RAMP project of Unesco in Paris (1986). Nine appendixes include main recommendations, resolutions, manifestos, and reports that emerged from the above mentioned seminars and meetings. (CGD)

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PRES SESSION SEMINAR ON INTERNATIONAL
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LIBRARY, INFORMATION AND ARCHIVAL PERSONNEL.

LONDON 10-14 August 1987

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HARMONIZATION OF EDUCATION AND TRAINING
PROGRAMMES FOR LIBRARY; INFORMATION AND
ARCHIVAL PERSONNEL

by

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COLLOQUIUM ON THE HARMONISATION OF EDUCATION AND
TRAINING PROGRAMMES FOR LIBRARY, INFORMATION
AND ARCHIVAL PERSONNEL

Being the IFLA Pre-conference Seminar traditionally funded by UNESCO but in 1987 with the British Council and DSE (Deutsche Stiftung fur Internationale Entwicklung) organised with FID (Federation Internationale de Documentation) and ICA (International Council for Archives) and supported and organised by The Library Association in London.

1. Introduction

IFLA has been working towards an international colloquium on library education and training since 1979 when planning started for the Manila 1980 Pre-Conference Seminar. The intention in the alternate years when IFLA Pre-Conference Seminars were funded with the support of Unesco, was to review library and training, particularly the specific aspects of it in various geographical regions of the world. In Manila in 1980 it was library education programmes in developing countries with special reference to Asia. In 1982 in Montreal it was education for research, research for education, with participants drawn primarily from Spanish-speaking Latin America and the American continent. In 1984 in Nairobi it was education for librarianship at the grassroots level, primarily for African participants from both French and English speaking Africa.

- (a) The aims of the Colloquium are to make further progress in considering how to overcome the problems related to the harmonisation of educational curricula for library, information science and archive work.
- (b) To consider the problems in implementing the results of the Seminars held in the three regions of Africa, Asia, Latin American and the Caribbean.

- (c) To consider problems in implementing the recommendations in the three areas of professional practice, e.g. archives, information science and librarianship.
 - (d) To identify further barriers to progress.
 - (e) To advise the three NGOs on further action.
2. The purpose - of this paper is to present a state-of-the-art report to indicate the current position based upon the experiences from 1980-1987. The main recommendations and where not extant reports of the seminars and meetings are attached as Appendices.
3. Seminar resolutions
- (a) The first of the seminars in Manila in 1980 produced resolutions particularly relevant to Asia and Oceania. Improvements have been made with the help of Unesco for instance in the upgrading of qualifications of current professionals and para-professionals. Progress has been made globally through a number of agencies in upgrading the knowledge, expertise and skills of librarians, information workers and their teachers. An important breakthrough was the acceptance of the concept of a single educational programme for librarianship, information science and the relevance of these elements to some of the needs of archivists' training. The follow up seminar was originally planned for 1986 but was abandoned when neither finance nor an organising body could be identified.
- For resolutions⁽¹⁾ see Appendix 1

(1) Library Education Programmes in Developing Countries with Special Reference to Asia. Proceedings of the Unesco Pre-IFLA Conference Seminar held at the Asian Institute of Tourism in the University of the Philippines, Quezon City, Manila, 15-19 August 1980. Edited by Russell Bowden, 1982 (IFLA Publications no,20) K G Saur, Munich, 1985.

- (b) The resolutions from the seminar on "Education for Research, Research for Education" held in Montreal in 1982 made wide-ranging proposals. Although progress has been made particularly in the Latin-American region, (from which most of the participants came) the very wide-ranging nature and specialisms of some of the resolutions have contributed to difficulties in turning resolutions into actions.

The resolutions⁽²⁾ appear in Appendix 2.

- (c) Africa was the base for the third in the series of Pre-Conference Seminars. Held in Nairobi in 1984 it had as its theme: 'Education for librarianship at the grassroots level - concentrating on the African experience'. It was much concerned to protect the oral traditions of African culture and literature and against this background made recommendations concerned with the role of library and information workers in information flow and dissemination based on sources other than traditional books. Although concern was expressed to support literacy programmes there was apparent a growing understanding of the need to assist the non-literates with their information problems. The consequences in terms of the structure, organisation and management of library and information services and particularly the training of personnel to man them was much to the fore. It is the recommendations connected with education that will be the concern of the 1987 International Colloquium. The seminar, in addition to producing resolutions also produced a Nairobi Manifesto.

For the resolutions⁽³⁾ and manifesto see Appendix 3.

(2) IFLA Journal. Vol 8 (1982), no.4. pp.403-404.

(3) IFLA Annual 1984. Proceedings of the 50th General Conference, Nairobi 1984. K G Saur. Munich 1985.

4. Other Work

In addition to the IFLA - Unesco Pre-conference Seminars work on these and related themes, have continued in other places.

- (a) In Vienna in 1983, IFLA, FID and ICA came together for an expert meeting to examine the common teaching of management. It was only looking at a very narrow area of education and training but it successfully identified a number of issues and themes common to all three areas of practice. In particular the methodology that was used in this meeting to examine management teaching was considered to be appropriate for application in other areas of teaching, ie indexing, preservation and conservation, management of information etc.etc.

No resolutions exist but a report (4) appears at Appendix 4.

The meeting also supported the continuation of the FID/ICA/IFLA Working Group on Education and Training and suggested that work in education and research be intensified between the three NGOs. It supported the idea that regional and international meetings on further harmonisation of curricula should be actively supported by the three NGOs and sponsored by Unesco. It also advised that where individual programmes do not at present include the teaching of management, topics considered in the meeting be adopted. In programmes taking an integrated approach it suggested that the topics might form the common core for management instruction.

- (4) IFLA/FID/ICA Workshop. Management for the Information Professions - Implications for Education and Training, Vienna, 17-18 August 1983. IFLA Journal.Vol.13. No.2. 1987.

- (b) In Varna, Bulgaria in 1985 a follow-up seminar was held, again on the teaching of management to follow through more precisely and concisely some of the ideas raised in the 1983 Vienna seminar. One of the results of this and the Vienna Seminar will be a report (by Miriam Tees) which will be published in 1987 in the IFLA Professional Report series.
- (c) FID/ICA/IFLA organised another tri-partite meeting in April 1986 in Vienna to consider the teaching of conservation. Conservation, as a result of a subsequent meeting of the three NGOs at Veldhoven in Spring 1986 allocated responsibility to IFLA to maintain progress on conservation matters of which education and training is only one part. The recommendations are in Appendix 5.
- (d) The European Cultural Foundation along with the Scientific Affairs Division of the North Atlantic Treaty Organisation (NATO) with DGXIII of the European Commission with the Council of Europe organised in Luxembourg in November 1984 an Advanced Research Workshop on 'The impact of the new information technologies on library management, resources and cooperation.' The resolutions (5) were wide ranging but those relevant to education and training and to this 1987 International Colloquium are extracted at Appendix 6.
- (5) New Information Technologies and Libraries. Proceedings of the Advanced Workshop organised by the European Cultural Foundation in Luxembourg, November 1984 to assess the Impact of New Information Technologies on Library Management, Resources and Cooperation in Europe and North America. Ed. H Liebaers, W J Haas & W E Biervliet, D Reidel Publishing Company. Dordrecht. 1985.

- (e) Within nations concerns about education and training, educational programmes, the curricula, the possibility of establishing core curricula etc etc have been considered. For instance in the United Kingdom the Library and Information Services Council (advising the Minister for Arts and Libraries) showed interest in these matters. A paper preceeding the publication of a report (6) made a number of recommendations (7) that might be of interest. They are provided as Appendix 7.

5. UNESCO.

This organisation has had a long and continuing interest in library information and archival education and particularly in working towards harmonisation of education and training programmes for these aspects of the professions. In October 1984 it organised a conference which produced an important Action Plan. The issues raised in the Plan helped to provide the basis of the programme for this International Colloquium. For that reason it is laid out overleaf in full. (8).

- (6) Professional Education and Training for Library and Information Work: a review by the Library and Information Services Council. Library Association. London. 1986.
- (7) Library and Information Services Council. Report by the Manpower, Education and Training Working Party - Professional Education and Training for Library and Information Work. July 1985. (LISC(85)13).
- (8) UNESCO. International Symposium on Harmonisation of Education and Training Programmes in Information Science, Librarianship and Archival Studies. Unesco House, Paris, 8-12 October 1984. Final Report. (PGI/ET/HARM. II/8)

ACTION PLAN

There was a consensus that a conscious effort should be made towards the realization of harmonization of education and training programmes for the information professions, beginning with the library, documentation/information and archives management professions. Management, applications of technology and user studies were put forward as among the areas lending themselves to harmonized treatment. Obstacles to harmonization could be overcome over a period of time by adopting appropriate strategies.

An action plan might concentrate on obtaining the widest possible dissemination of ideas on harmonization of education for these professions and on formulating strategies, plans and programmes for putting these ideas into effect at the national, regional and international levels.

PROPOSED ACTIVITIES

NOTES ON IMPLEMENTATION

I. Platform for a harmonized approach to educational efforts

1. Dissemination of the results of the present 8-12 October Symposium.
2. Preparation of a basic statement on the rationale for a harmonized approach citing examples of applications at various levels and in various settings (international, regional, national). This should be seen as a position paper on the question.
3. Preparation of a series of promotional brochures addressed to such groups as professional associations and educational institutions. The brochures would advocate adoption of a harmonized approach to education and training and attempt to stimulate concrete action.

Participants and NGO observers should prepare articles for national and other professional journals and newsletters to supplement dissemination efforts made by Unesco.

To be prepared by Unesco in co-operation with FID, ICA and IFLA in particular their education and training committees. The text can be largely based on documentation already prepared on the subject. Should be distributed on completion by Unesco to Member States and professional organizations, and published, if possible, in major journals.

Texts may be drawn and adapted from the basic statement in 1. above to suit specific audiences. These might be prepared by Unesco in co-operation with major professional organizations. Publication might be arranged by Unesco through contact with associations or institutions in Member States.

PROPOSED ACTIVITIES

4. Preparation of information on harmonization efforts for presentation to national planning agencies in the educational sector. The main objective would be to create a favourable climate for the introduction or pursuit of harmonized educational activities.
5. Preparation of brochures or other materials to bring to the attention of teachers and school authorities in primary and secondary education, the contribution of harmonized information sources and information services in reaching educational objectives.

NOTES ON IMPLEMENTATION

Should emphasize the educational benefits of a new approach. Might be prepared by Unesco (PGI and Education Sector) in co-operation with professional organizations.

Reference should be made to user training materials for work with schools already being developed by Unesco with FID and IFLA. Careers advisers could be a target group for material describing career opportunities in a broad range of harmonized information services.

II. Harmonizing professional training

1. Preparation of guidelines on curriculum content for harmonized courses in :
 - a) management
 - b) information technology
 - c) user studies
 - d) other suitable subject areas
2. Organization of short courses on the harmonization theme in all types of training institutions.
3. Promotion of the concept of marketing and marketing research in the various branches of professional training through the organization of courses and seminars, preparation of articles, etc.

Voluminous existing materials can be drawn on. Related Unesco publications should be consulted. Work might be undertaken by FID, ICA and IFLA in pursuit of efforts begun at Vienna Workshop in 198

These would encompass refresher and updating courses for teachers and practitioners. Courses are required at national and regional levels.

Institutions can seek supplementary financing for these from international and bilateral funding agencies, foundations,

Use of the device of team teaching may be necessary for this and other topics for which no strong tradition of teaching in professional training schools may exist.

PROPOSED ACTIVITIES

4. Establishment of pilot projects for harmonized training of management, technologically and user-oriented professionals in schools of different kinds of present vocation.
5. Organization, after a period of time, of a conference on the harmonization question to report on and evaluate the progress made and to promote additional measures at the international, regional and national levels.

NOTES ON IMPLEMENTATION

Support could be sought from foundations or bilateral and international agencies to supplement financing by professional associations or the training institutions themselves.

The conference might be convened by NGOs, perhaps in co-operation with Unesco in part as follow-up to regional seminars conducted by IFLA over a number of years.

III. Harmonization efforts in the field of management

1. Preparation of a reader on management topics of common concern to libraries, archives and documentation centres for use in teaching harmonized courses.
2. Undertaking comparative research on management issues. This should focus upon identifying areas of similarity and areas of difference in the management processes and problems of library, documentation and archives services. The results should be used as input for harmonized study programmes.

Selections should be chosen by experts from various branches of the profession.

Should be a co-operative activity of NGOs. Assistance might be sought from foundations or bilateral and multilateral funding agencies.

As basis for selection of topics reference should be made to the list prepared at the FID/ICA/IC meeting in Vienna, 1983.

Particular advantages of using a harmonized approach should be stressed.

Could be usefully undertaken by institutions in various parts of the world. Results should be widely disseminated.

PROPOSED ACTIVITIES

3. Organization of short advanced courses in management for educators and administrators representing different types of information services. Some courses should be primarily concerned with management of the most recent developments in information handling useful to participants from various branches of the information community.
4. Organization of joint conferences of teachers of management for information professions to be undertaken at international, regional and national levels.

NOTES ON IMPLEMENTATION

Planning could begin with reference to existing courses (Wasserman/Rizzo, etc.). Courses could be undertaken by professional organizations and schools and Unesco. The Clearinghouse maintained by FID/ET and similar efforts should be tapped for appropriate materials. Management expertise available outside professional schools should be drawn on (Civil Service training colleges, business administration schools ; etc.). Team teaching arrangements should be explored, at least as transitional arrangements, in particular to call attention to subjects like data flow, telecommunications, copyright, etc.

The ongoing efforts of FID, ICA and IFLA might be continued. Possible support from Unesco and other agencies could be sought.

IV. Harmonization efforts in the field of applications of information technology

1. Identification of curriculum and course materials to provide for the needs of training courses which have not yet developed a strong element on technology applications.
2. Preparation and dissemination of studies on available technologies for information services to assist information workers to make informed decisions on local needs.
3. Promoting the establishment of demonstration centres for applications of the new technology to the various branches of information work.
4. Develop technical training in professional schools.

Successful experience in existing schools should be drawn on. Unesco might take the lead with the co-operation of NGOs and institutions in Member States.

The ongoing work of Unesco and others should be referred to.

Teaching institutions may need initially to identify outside institutions or services in the community to meet this need.

Team teaching using external experts should be used initially as appropriate.

PROPOSED ACTIVITIES

NOTES ON IMPLEMENTATION

5. Promotion and improvement of the training of technicians to support information technology installations in professional training schools, and in information handling organizations.
6. Promote the adoption and development of international methods and standards for information handling for harmonized application by information disciplines.

Refer to work being done for Unesco by the International Referral Centre for Informatic Handling Equipment (IRCIHE), University of Zagreb, Yugoslavia on maintenance of information equipment.

Unesco and ISO activities have already produced a considerable volume of standards and recommended practices.

V. User studies and user education as elements in a harmonized approach

1. Promotion of an awareness of the great importance of a better knowledge of user needs in the design and operation of all kinds of information handling services. This point of view should permeate all types of courses for all branches of the profession.
2. Organization of special courses for teachers and practitioners from various branches of the information profession on methodologies for working with various kinds of users.

Information concerning user studies/user education might be taught in courses on management information retrieval or both -or be handled as a separate course.

Particular attention should be drawn to the breadth of related courses available in communication, social skills and human relations.

Specific courses in this area could be organized at the national level or by the NGOs working together and offered at regional or international levels. Attention should be given to related experiences gained in the marketing field, in schools of business and in market research organizations.

6. Equivalence of Qualifications

Under the impetus of the European Commission work continues on attempts to harmonise qualifications within the Commission countries. The Library Association, in anticipation of the Commission's moves, produced some guidelines. They are now probably slightly out of date but as an indication of how the work was undertaken they are included at Appendix 8. Work has begun in IFLA based on the Fang and Nauta 'International guide to library and information science education' (9). A representative of this IFLA Working Group will be participating in the Colloquium.

7. Archive Work

The RAMP project of UNESCO has produced a number of documents relevant to education for archivists. They are listed at Appendix 9. Some of them cross the borders and in specific areas are of interest to all three professions, namely: a recent publication by Michael Cook on guidelines on curriculum development in information technology for librarians, documentalists and archivists. (10)

Russell Bowden
London

April 1987

(9) Fang, JR and Nautap eds. International guide to library and information science education: a reference source for educational programs in the information fields worldwide. K G Saur Munich 1985.

(10) Cook, Michael. Guidelines on Curriculum Development in Information Technology for Librarians, Documentalists and Archivists. General information program and Unicist, UNESCO, Paris October 1986(PGI - 86/WS/26.)

Library Education Programmes in Developing Countries with Special Reference to Asia. Proceedings of the Unesco Pre-IFLA Conference Seminar held at the Asian Institute of Tourism in the University of the Philippines, Quezon City, Manila, 15-19 August 1980. Edited by Russell Bowden, 1982. (IFLA Publications no.20) K. G. Saur, Munich, 1985.

- 1 That a feasibility study shall be undertaken with the support of the Unesco PGI, to investigate the need and the potential market in the area of the South Pacific and/or Southeast Asia for education and training for para-professional staff and the upgrading of qualifications of current para-professionals. The study would also take account of other needs and levels as necessary.
- 2 Because of the current speed of development in LIS practice there is an urgent need for LIS teachers to update their knowledge. This is particularly so, for instance, in the areas of management, information retrieval, computer applications and research methodology, and the preparation and use of learning/teaching aids. As a consequence there is a need for both full length and short courses for this purpose, using, if possible and necessary, distance learning techniques. A similar need exists for courses in teaching methods.
- 3 Both the above studies should consider the relevance of the proposal for an international and/or regional library school.
- 4 The Seminar accepted the concept of a single educational programme for librarianship and information science and recognised that common ground also exists between LIS and archive studies. It recommends that a study of the nature and the extent of this common ground be undertaken, with a view to facilitating the inclusion of archive studies in the programme of existing and future schools of LIS.
- 5 To note that the Seminar was greatly impressed by the Unesco/UNDP/NSDB Regional Project Post-Graduate Training Course for Science Information Specialists in Southeast Asia and wished as a result to offer its support for the concept of regional education programmes on other themes. It was also noted that this programme demonstrates the feasibility of teaching the new technology in the context of developing countries.
- 6 That a follow-up to the Seminar should be arranged to review progress made in the interim period.
- 7 That IFLA and Unesco initiate action to invite/request the United Nations University (Tokyo) to promote/facilitate/fund/sponsor research and development projects and programmes in information systems services especially in such areas as development information, economics of information, etc.

1. *Concerning professional education in research:*

1.1 With the aim of improving the capability of library school professors to teach research methods, to administer research projects, and to produce teaching materials on these matters, and taking into account that a diversity of experience and tested plans already exist in the region, *it is recommended* that a series of regional seminars on methods of instruction be carried out, with the most appropriate and practical teaching materials for the administration of projects that fully incorporate the results of existing experience.

1.2 Considering the necessity for developing the capacity of library and information professionals to manage and carry out research in the field, *it is recommended* that schools of library and information science incorporate into their curricula a subject area dedicated to research, and offer short or elective courses on the administration of research projects.

1.3 Taking into account the present stage of development of postgraduate programmes in library and information science, and the optimization of future evolution through rationalized use of resources, *it is recommended* that existing programmes be strengthened with scholarships, bursaries, library materials, and other resources, and that encouragement be given to new programmes at the graduate level that have regional coverage but do not cover areas presently contemplated in existing programmes.

IFLA Annual 1984. Proceedings of the 50th General Conference,
Nairobi. 1984. K. G. Saur, Munich, 1985.

Oral Traditions

This seminar re-affirms the importance of oral traditions to the cultural development of a nation. To this end it urges librarians:

1. To lend their full support to campaigns to collect and record oral tradition, to the establishment of centres for this purpose, and to the use of all media, including film, to record not only the words but the skills of the oral communicators;
2. to establish links with oral tradition when developing their programmes and to place a renewed emphasis on story-telling; and
3. to ensure that courses of education and training for librarians establish the knowledge and skills necessary for librarians to play their full part in the promotion of oral traditions.

Import Duties

This seminar urges all Governments to adhere to both the spirit and the letter of the Florence Agreement and the Nairobi Protocol.

To this end it urges Unesco to undertake a survey to determine the extent to which these agreements are being observed and to take all possible steps to ensure that any existing obstacles are removed and that the agreements are implemented in a effective manner.

National Planning and Coordination

This seminar re-affirms its belief in the advantages of adopting a national approach to the planning and development of library and information services and the promotion of books and other library materials. To this end it urges all countries to give consideration to the establishment of national book councils and library and information services boards to coordinate services and programmes. Further it urges Unesco to conduct a global survey to determine the extent to which Governments have followed its recommendations in this respect and to renew its efforts to persuade Governments of their value and importance, and of the need to take account of the requirements for effective library and information services when preparing national development plans.

Rural Programmes

This seminar, being convinced of the importance and the need to extend services to the rural areas, urges IFLA to seek funds to enable it to:

1. launch a pilot project for the establishment of rural community library and information centres together with the necessary supporting infrastructure and training programmes – such centres to be planned and established in accordance with the wishes and needs of the people they are designed to serve;
2. conduct a study of existing dual-use libraries to determine the features and conditions necessary for their success; and
3. promote studies on user needs, particularly those present in rural areas.

Training and Education

This seminar, being convinced of the importance of training and education in order to realize the full potential of human resources and thus provide the

manpower necessary for an extension of library services to everyone wherever they live, urges all countries to establish flexible programmes, including programmes to update and refresh knowledge.

To this end, and particularly in relation to the training of library assistants, senior library assistants and imparting of basic library skills to non-librarians, it asks IFLA to seek funds to:

1. promote the writing and adaption of library and information science textbooks relevant to the needs of developing countries and urges librarians in these countries to play their full part in initiating and carrying out programmes designed to achieve this objective; and
2. undertake a critical evaluation of existing courses for training at these levels with a view to their possible harmonization.

This seminar recommends further, that funds be secured to:

1. produce a model module, designed to ensure that all professional librarians acquire basic skills as trainers, for implanting in existing and future courses of librarianship;
2. determine the elements of a common core curriculum for the education of librarians;
3. explore the feasibility of establishing at national level, possibly by means of a pilot project, a database of human resources and skills relevant to the development of library and information services;
4. enable a study to be undertaken to determine the most efficacious ways of ensuring members of the faculty of library and information schools remain in touch with practicing librarianship;
5. establish pilot interchange programmes for library and information school faculty members and students in the developing countries;
6. investigate the feasibility of establishing joint research projects between schools of librarianship and information science in Africa and elsewhere in the world;
7. revitalize the Standing Conference of African Schools of Librarianship and Information Science which has failed to achieve the objectives for which it was established, or if necessary to launch a new and more dynamic Standing Conference.

Schemes of Service

Staff, however effective their training, can only realize their full potential if staffing structures and schemes of service are properly planned. To their end and in order to reinforce the recommendations of the 1977 Dakar Seminar this seminar recommends funds be secured by IFLA to enable it to analyze the situation in a representative sample of library systems in different countries with a view to producing a model set of job descriptions and establishment structures, together with an indication of the levels of education and training required.

This seminar further recommends that Governments be encouraged to take the legislative and administrative steps necessary to establish common staffing structures for libraries of all kinds; and that any schemes of service make adequate recognition of the needs to ensure that staff can be deployed wherever required.

School Librarians

This seminar, being convinced of the contribution which school libraries can play in the development of an informed and educated people and in laying the foundations of life-long learning, urges Governments to take all necessary steps to ensure that all schools are provided with adequate staffs and stocked libraries. It further recommends that IFLA should explore, with the assistance of the Section of School Libraries, the possibility of:

1. producing basic manuals of school librarianship;
2. devising model courses for:
 - a. training teachers in basic library skills, and
 - b. educating teachers in the value of libraries and information.

The Disadvantaged

The seminar, being convinced that it is the public library's role to ensure that its services are made available to all, urges responsible authorities and librarians to take all possible steps to ensure that suitable materials and services are provided for disadvantaged persons of all kinds.

Future Seminars

This seminar, convinced of the value of the opportunity afforded by the seminar to develop new ideas and to the contribution which these will make to the provision of future services relevant to the needs of the people, particularly in the rural areas, recommends that IFLA should seek the necessary funds to enable the seminar to be repeated in five years time, specifically with a view to monitoring progress and to advancing the ideas further.

In addition, considering the similar nature of the problems existing in developing countries and the rich diversity of experience in these countries, this seminar recommends that future seminars should have a balanced representation from all the regions of the world and that the contents of the seminars, wherever possible, should be closely based on concrete situations.

The Seminar also produced the Nairobi Manifesto:

The Nairobi Manifesto - 1984

We the library and information workers from Developing Countries, meeting at Nairobi from 13th to 18th August, 1984 in a Pre-Session Seminar organized by IFLA, with the cooperation of Unesco and supported by the German Foundation for International Development, to examine and analyze problems relating to *Education for Librarianship at the Grassroots Level*:

Considering that at present the prevailing social, economic, cultural and political conditions in developing countries are dominated by hardships for the majority of the people, that there is a dire shortage of scientific and technological information within these countries to solve existing social problems,

that government and individuals too frequently are unaware of the important role information can play in the process of decision making in particular, and national development in general,

Convinced that relevant information in whichever form, be it in the scientific, economic, cultural or political spheres, is a vital and indispensable resource in the national development process;

Declare that scientific and technical information is one of the foundations for creating a self-sustaining social, economic and cultural development,

urgently required for bringing to fruition the balanced modernization of developing nations,

that the identification, and use of up to date information remains a decisive weapon in the struggles against underdevelopment, neo-colonialism, cultural dependence and other forms of intellectual, material, and cultural impoverishment.

Affirm the necessity of African governments to embark upon, and formulate national information policies, which conform to their particular needs, so as to meet the legitimate and authentic information needs of the various groups and sectors in society, to enable them to make a maximum contribution to the socio-economic development of their countries, and in so doing, help the individuals to play an active part in changing their own environment and take charge of their own destiny, and join in the mainstream of national and international affairs;

Declare that clear national policies on library and information development offer the guarantee that information will reach not only the privileged elite, and the urban dwellers, but also the rural population on whose physical and mental preparedness the development of the country largely depends;

That it is therefore necessary in this connection to reject patterns of library development which favour the elite situated in urban areas, and are incapable of reaching out to the rural areas where the majority of the African people live;

that it is necessary to make effective use of scientific and technological information originating from all parts of the world so as to speed up and sustain the process of modernization and alleviate the suffering of the people of Africa;

that it is urgent to create the institutional framework, as a pre-requisite for ensuring the speedy flow of information from local, national and international sources, based on the right of the individual to know, and have access to information he needs for self-development and full self-realization that it is urgent to create the awareness of the absolute importance of linking up the process of decision making with the use of the relevant and uncertainty, and instituting efficiency in government administration, industry, planning, and commercial circles;

That it is no less urgent to take resolute steps for the promotion and material support of library and information services in villages, schools, government and parastatal offices, which are essential channels for the dissemination and communication of ideas, information, and knowledge required in the process of bringing about, and managing change in society;

Recognize and laud the efforts of Unesco and other international bodies to consolidate the new information order based on the right of developing countries to obtain unfalsified, and objective information as a pre-condition for maintaining and safeguarding national independence;

Undertake to be guided accordingly in considering the recommendations made by this IFLA Pre-Conference Seminar on Education for Librarianship at the Grassroots Level, which represents an important step in the development of library and information services to rural areas in Africa;

Pay tribute to IFLA, and Unesco's activities to further the development of library and information services in Africa.

The draft programme and budget for 1984-85 included planning and harmonisation of activities in the field of education and training for information personnel. Promoting the education training of skilled organisers has also been given priority in UNESCO's Second Medium-Term Plan 1984-89. Main emphasis is placed on identifying common ground in the preparation of workers in different branches of the information field as well as on the subject of guidelines for curriculum development in information studies. IFLA pre-session seminars had been organised in Frankfurt (1981), Manila (1980) and Montreal (1982). The topics for the Vienna seminar were divided into two groups: major subject area themes (management, technology and communication) and listing issues or problems in education and training. (professional/non-professional education or training, same school or different schools, developed or developing countries, regional or national teaching materials, equipment, continual or formal education, on job training, teacher training, legislative questions, financial restraints, role of professional qualifications and research). A further aspect was restoration and preservation. Separate papers were prepared by specialists from various professional streams from the developing countries.

The participants at the workshop believed that FID/ICA/IFLA should join forces in working towards an integrated approach to education and training and make a united effort in making their communities aware of the important role of information resources.

It was decided that management for the information professions was concerned with the following topics, identified on the basis of their treatment in current management textbooks. These topics should also be adapted to the local cultural, political and institutional setting of a given country or region, its educational system, the requirements of the parent institution and the need for programmes at different levels.

THEORY	PRACTICE
authority/accountability	accounting
communication	budgeting
creativity/change/innovation	control/evaluation
decision-making	management information systems
delegation	marketing
ethical/legal/political	production and operations
history styles	(physical plant, security, and records etc.)
human behaviour	staffing
leadership	
motivation	
planning	

Emphasis was placed on offering the public an accurate, up-to-date and comprehensive service for information resource well as on interdisciplinary relations with other problems. Teaching how to handle money should be considered on a wide-r basis at a general undergraduate level and a more specialised postgraduate level. It was agreed that only a small amount of literature was available which could be referred to in an att to produce a manager training model. Tutorial instruction whi exposed participants to a full range of learning options and emphasised personal interaction was preferable to the more inflexible formal educational lecture. Librarianship needed greater input from information science. Competence in profes. skills - rather than in political skills - would provide the ability to express the value of librarians to others. The suggested management curriculum could fall into four categor leadership, authority and general management techniques, programme managing such as reporting etc. and housekeeping managing.

In general, the present situation of formal or informa competence should be changed to real competence, the nature organisations and work carried out in libraries and document centres be clearly defined. There was a need for education a training programmes at different levels emphasising adaptabi in new situations. New schemes could be introduced by natio: bodies representing library schools. Balance should be maintained between educationalists and practitioners. A working paper was then prepared which recommended incorpora certain management topics into an introductory core course which would be used in teaching all information professiona

Edith Fischer,
Vienna, Austria

Recognizing that information sources, in whatever form, constitute an essential national and international resource, and that preservation and conservation, in principle, are an integral part of the total information provision, and therefore should become a fundamental component of education for the information profession,

the participants of the International Seminar on "The Teaching of Conservation and Preservation Management for Librarians, Archivists and Information Scientists" jointly sponsored by the IFLA Section on Library Schools and Other Training Aspects, the IFLA Section on Conservation, the FID Committee for Education and Training (FID/ET), the ICA Committee for Professional Training (ICA/CPT), and the ICA Committee for Conservation and Restoration (ICA/CCR), held at Vienna, AUSTRIA, from April 11 to 13, 1986, unanimously adopted the following recommendations to IFLA, FID, ICA and UNESCO:

1. To survey the status, worldwide, of preservation education in Library, Archival, Information Science Schools and other establishments, and to prepare a reference source for publication.
2. To develop "Guidelines for the Teaching of Preservation for Librarians, Archivists and Information Scientists", which can be applied internationally, under the auspices of the IFLA Section on Library Schools and Other Training Aspects and the IFLA Section on Conservation, in cooperation with the relevant bodies of FID and ICA.

3. To sponsor an International Seminar to promote implementation of the developed "Guidelines for the Teaching of Preservation".
4. To make Preservation and Conservation, including Education and Training, a theme of an IFLA Conference within the next three years.
5. To establish international exchanges of teachers and preservation experts to provide education and training opportunities in preservation for librarians, archivists and information scientists, especially in developing countries, at the appropriate levels.
6. To recommend the establishing of Centres for Research and Education for Preservation in developing countries.
7. To recommend the inclusion of preservation into courses for Librarians, Archivists and Information Scientists.
8. To endorse the Recommendations of the Conference of Directors of National Libraries on "Conservation of Library Materials", April 7-10, 1986.
9. To strengthen communication about preservation education between IFLA, FID, ICA, UNESCO and other relevant bodies, and encourage harmonization of their activities, such as sharing results of research on preservation, in all parts of the world.

New Information Technologies and Libraries. Proceedings of the Advanced Workshop organised by the European Cultural Foundation in Luxembourg, November 1984, to assess the Impact of New Information Technologies on Library Management, Resources and Co-operation in Europe and North America. Ed. H. Liebaers, W.J. Haas & W.E. Biervliet. Dordrecht, 1985.

APPENDIX 6.
Luxembourg-1984

RESOLUTION 1: SHORT EDUCATIONAL PROGRAMMES

There is a need for a continuing series of short, inter-European educational programmes for librarians and library educators to deal with topics of special importance.

- a) In this context, the working group endorsed the proposal for a summer school on new technologies, to be held in the summer of 1985.
- b) A task force should be set up to plan and evaluate these educational programmes.
- c) The programmes should aim at the widest possible participation of the European countries.

RESOLUTION 2: PLANNING GRANTS

There should be a programme of planning grants for educational innovations intended for library and information science schools, to assist institutional, local, and national efforts to rethink the educational requirements for the next generation.

RESOLUTION 3: SURVEY AND EVALUATION

Equivalency and reciprocity of professional qualifications should be promoted.

- a) Therefore, an annual survey should be conducted that covers, among others, the following categories:
 - 1) Program goals and objectives
 - 2) Curriculum (courses and hours)
 - 3) Faculty (number of FTE; qualifications)
 - 4) Students and degree granted
 - 5) Budget (personnel; materials)
 - 6) Facilities and equipment
- b) There should be a continuing effort to identify appropriate standards to meet the above objectives of equivalency and reciprocity.

RESOLUTION 4: RESEARCH SEMINARS

There should be a series of research seminars dealing with topics of current importance to managers of libraries and information activities, involving those in both professional practice and library education.

RECOMMENDATION

Recognition should be given to the need for end-user application in the new technology programmes, such as ESPRIT.

Library and Information Services Council. Report by the Manpower, Education and Training Working Party - Professional Education and Training for Library and Information Work. July 1985. (LISC(85)13).

- T Training for library and information work (Chapter 3).
- 4.5 Recommendations to the Office of Arts and Libraries.
 - 4.5.1 To provide an organisational framework for the discussion of problems that arise in education and training for library and information work, perhaps by the creation of an authoritative national advisory committee. (2.63, 2.69, 3.33b, 3.65a).
 - 4.5.2 To explore the possibility of using existing national funds to support the development of training officers. (3.65f).
- 4.6 Recommendation to the Department of Education and Science.
 - 4.6.1 To accept the recommendation of the Advisory Committee on Continuing Education and other organisations that sections 41 and 42 of the Education Act 1944 should be amended to include a statutory duty to provide continuing education. (3.33a).
- 4.7 Recommendation to the Office of Arts and Libraries and the Department of Education and Science.
 - 4.7.1 To maintain suitable arrangements for postgraduate awards, covering courses and research (2.70a).
- 4.8 Recommendation to the Department of Employment and the Manpower Services Commission.
 - 4.8.1 To make available more courses, such as those on systems development, community advice, marketing and communication techniques and human relations development, for TOPS and other MSC funding not earmarked for the unemployed. (3.33g).
- 4.9 Recommendations to the British Library.
 - 4.9.1 To provide funds for support of research projects affecting basic professional education, along with other aspects of library/information work, and to ensure dissemination and discussion of research results. (2.70b).
 - 4.9.2 To fund a study of the potential role and functions both of a central research and development unit for education, training and manpower needs in library and information work and of regional centres for continuing education, and how they might be established. (3.33c).
 - 4.9.3 To sponsor a detailed study of present and future training needs and the extent and shortcomings of existing provision, both on external courses and on the job. (3.65b).

- 4.9.4 To update periodically the information gained by this study. (3.65c).
- 4.10 Recommendations to library and information schools and departments.
- 4.10.1 To ensure thorough co-operation a successful adaptation of total educational provision to environmental changes. (2.67a).
- 4.10.2 To develop research and research/training capabilities within individual schools and departments. (2.67b).
- 4.10.3 To facilitate the adaptation and retaining of teaching staff in order that they might take on new or changed responsibilities. (2.67c).
- 4.10.4 To explore the possibility of making available - on a part-time basis at a reasonable cost - both existing and new options on basic professional education courses to those wishing to undertake continuing education. (3.38d).
- 4.10.5 To explore the possibility of co-operating on the production of teaching materials for use particularly in distance learning and self development. (3.38f).
- 4.10.6 To improve and make better use of scarce teaching resources and, in particular, to co-operate with educators in related professions in order to use their knowledge for the benefit of more than one group. (3.38h).
- 4.11 Recommendations to the professional and information industry.
- 4.11.1 To ascertain what qualifications and what personal qualities are needed in future recruits, and what innovations should be made in basic professional education. (2.66a).
- 4.11.2 To consider how best part-time education and distance learning might be developed within the structure of basic education and how they might be related to continuing education. (2.66b).
- 4.11.3 To agree on suitable measures for maintaining standards in professional education and practice, for improving the image of library/information work and for attracting more recruits with the desired personal and managerial qualities. (2.66c).
- 4.11.4 To consider how basic education in library/information work, as at present conceived, can best be related to basic education in information technology and its broad range of applications, and business and management studies. (2.66d).
- 4.11.5 To encourage employers, especially in larger units, to release and support staff for continuing education and especially to give staff with potential for top level jobs the opportunity to undertake internal research projects resulting in higher level qualifications. (3.38j).
- 4.11.6 To persuade employers to give more importance to training to allow and finance participation in external training courses and to improve the provision of in-service training. (3.65g).
- 4.11.7 To back up this effort with guidance to individual employers when required, perhaps through a jointly sponsored information centre. (3.65h).
- 4.11.8 To encourage individual members of the profession to develop their own knowledge and abilities as professionals and to undertake courses which will open up a wider range of employment and of opportunities for career development. (3.38i).

4.11.9 To encourage employers to adopt wherever possible a systematic approach to training. (3.65e).

4.11.10 To establish a code of practice for training which is generally acceptable over the whole field of library and information work (3.65d).

4.11.11 To open a dialogue with library and information schools and departments and with the Open University with a view to establishing a range of modules in the field of library/information work which can be provided on a part-time and/or distance learning basis and which can lead to formal qualifications recognised by the professional and academic bodies. (3.65e).

THE LIBRARY ASSOCIATION
TRAINING AND EDUCATION GROUP
AND
INTERNATIONAL AFFAIRS SUB-COMMITTEE

REPORT ON THE MUTUAL ACCEPTABILITY OF QUALIFICATIONS WITHIN
EUROPE

The MEILLEUR (Mobility of Employment International for Librarians in Europe) Report by Anthony Thompson was published by The Library Association in 1977, but no immediate action was taken to follow up the recommendations relating either to the equivalence of professional qualifications or to improving the mobility of librarians between countries. In 1981 the matter was brought to the attention of the International Affairs Sub-Committee of the Association's General Purposes Committee which was aware of problems being experienced in this area and of moves towards the mutual acceptability of qualifications being promulgated with other professions within the member states of the European Community. These developments were largely (though not exclusively) in those professions embodying a strong core of statutorily formulated responsibility; many of the underlying principles and the advances made in this area were outlined in a most useful publication which appeared in 1982 - the so-called Crayencour document* while the agreements reached within specific professions have been published from time to time as Council Directives in the Official Journal of the European Communities.

The International Affairs Sub-Committee resolved to establish a joint working party with the Training and Education Group (then the Library Education Group) to consider those aspects of Thompson's report relating to equivalence for employment purposes and to the mobility of labour. The acceptability of foreign professional qualifications for further educational purposes also figures in the original MEILLEUR Report, but is a rather different issue and is considered to be outside the terms of reference of the Working Party which was established early in 1982 under the chairmanship of Michael Messenger.

It became clear at a very early stage in the Working Party's discussions that Thompson's Report could be considered as no more than a starting point, and we sought to address ourselves to the principles involved and to the wide diversity of practice. It also seemed that the main pressure was for some rationalisation of the situation within the E.E.C. for the signatories of the Treaty of Rome were committed to improving mobility of labour and the evidence of Crayencour and official sources suggested that other professions were taking this seriously; it could only be a matter of time before librarians too were called upon to establish their position on this matter.

Accordingly, the Working Party decided that at this stage it should limit its deliberations to the countries of the E.E.C., and our subsequent discussions have confirmed the wisdom of that decision. It was clear at the outset that language was of prime importance and that the absence of language facility was a major barrier to mobility; we comment further on this within the Report. Beyond that, subjective views concerning the quality of individual courses had to be tempered by the recognition that local idiosyncrasies were often a direct result of regional

* CRAYENCOUR, J-P de. The Professions in the European Community: towards freedom of movement and mutual recognition of qualifications. Commission of the European Communities. Luxembourg, 1982.

education/cultural characteristics. National ethos, local needs, the autonomy of many educational establishments and the differing role and influence of the national professional associations made it obvious that for the foreseeable future there could be no single set of qualifications recognised throughout the Community. In short, we found ourselves looking towards some mutual acceptability of library qualifications, while expressing the hope that overall standards will rise to the levels achieved by (in library terms) the more highly developed countries.

Thus, the Working Party has sought to identify the relationship between the different qualifications existing within the European Community and to offer guidance to prospective employers on how these may be viewed. This is, perhaps more modest than some in the profession would wish but, having examined the problems inherent in any other approach, we believe that this offers the only way forward in what is a notoriously difficult area.

Sources of information on European Library Schools

For several years I.F.L.A. has been collecting information worldwide on courses in librarianship and information science. It is planned to publish this in directory form during 1984, but thanks to the kindness and co-operation of Paul Nauta, who is a joint editor of the work for I.F.L.A. the Working Party have had access to the European data in draft form; this has been of the greatest help to us in our discussions and has served as the basis for our analysis of the situation elsewhere in Europe.

Proposed criteria for the assessment of courses

Of the many possible criteria which might be considered for judging the equivalency of courses we have decided that only a limited number can have any practical significance. Clearly, in deciding whether or not to employ a librarian/information worker with a degree/diploma from a country in the E.E.C., employers will wish to satisfy themselves that the subject content and academic quality of the course(s) followed were appropriate to the post. Linguistic competence and experience will also be expected to play a part. However, the Working Party's aim is to provide a basis for discussion with bodies in Europe and it has seemed best to use criteria which are reasonably free from subjective elements. It is clearly beyond the Working Party's competency to assess syllabuses even if these were available and, indeed, to question matters of this kind appears to be contrary to the ideal of mutual trust among the European nations. This ideal has been followed very clearly in discussions relating to comparability of training for other professions.

The criteria below are divided into two groups: four essential criteria and two desirable criteria. The latter are judged desirable rather than essential because we recognise that, in different countries, different traditions of professional education and training exist which, in the first instance, may be difficult to harmonise.

Essential criteria

1. Entrance requirements for the course:

1.1. undergraduate (or undergraduate equivalent) courses:
minimum requirements should be the equivalent of UK university entrance. [Note that this is already the subject of a European convention (European Treaty Series, No. 15, Paris 11.12.1953)]

1.2. for postgraduate courses the minimum should be possession of a first degree of the equivalent of Bachelor - i.e. having studied for a minimum of three years, full-time.

2. Duration of the course:

2.1. for a first degree: a minimum of three years of full-time study, or an equivalent period of part-time study. [Another European convention equates periods of time spent in university study. (European Treaty Series, No. 21, Paris, 15.12.1956)]

2.2. for a postgraduate diploma: a minimum of one academic year (or an equivalent period of part-time study).

2.3. for a Master's Degree: a minimum of one calendar year (or an equivalent period of part-time study).

3. Purpose of the course: the primary aim should be to provide preparation for professional work in librarianship or information science. In the UK, at the first degree level, this would require that at least 50% of studies in each of the last two years of academic study should be concerned with professional topics and that in a postgraduate programme the whole period should be so concerned.

4. Location of the course: courses should be located in universities or university-level institutions.

Desirable criteria

5. Practical aspects of librarianship/information work: a course should give attention to practical aspects through 'laboratory' or other practical work, or by periods of attachment to operational agencies, in addition to theoretical matters. This criterion may also be served by practical, pre-course experience, especially for postgraduate students.
6. Staffing: the IFLA minimum standards for library schools of four full-time staff and a staff/student ratio of 1:12 be adopted (IFLA standards for library schools 1976).

Application of criteria

We have examined data on the courses in Europe, collected and made available to us by IFLA, and have tested them against the proposed essential criteria. In some cases data for courses was taken from secondary sources and we have suspended judgement until information provided by the institutions themselves is available. The result is that the specified courses offered by the following institutions are felt to be acceptable:

Belgium:

- Institut Supérieure d'Etudes Sociales de l'État
(Brussels)

Diplôme de Bibliothécaire Documentaliste Gradué
- Institut Provincial d'Études et de Recherches
Bibliothéconomiques de Liege

Graduat en Bibliothéconomie et Documentation

There are difficulties here because of the part-time nature of some of the courses. The 'provincial' course in Brussels is ambiguous - the number of students shown in the data suggests that the course is part-time. The 'Licence special' courses at the Free University of Brussels and at Antwerp may be appropriate, but the duration of these courses is not clear.

Denmark:

- Danmarks Biblioteksskole (Copenhagen)
- Bibliotekar ved Folkebibliotekerne
- Bibliotekar ved Forskningsbibliotekerne

The Royal School of Librarianship in Copenhagen is an Institution of Higher Education. In common with the rest of Scandinavia, various professions and occupations are associated with these institutions. The four-year tertiary level programmes are broadly equivalent to those leading to CNAA degrees. The postgraduate programme does not meet the minimum duration criterion.

France:

- Université de Bordeaux III
Maîtrise des Sciences et Techniques d'Information et de Communication
- Université Claude Bernard Lyon I
Diplôme d'Études Supérieures Spécialisées en Informatique Documentaire
- Université de Paris VII - Vincennes
Diplôme d'Études Supérieures d'Université en Documentation
- Université des Sciences Sociales (Grenoble)
Diplôme d'Études Approfondies de Méthodes Mathématiques en Sciences Sociales
- Institut d'Études Politiques de Paris
Diplôme d'Études Supérieures Spécialisées en Information et Documentation
- Institut National des Techniques de la Documentation -
Diplôme de Sciences et Techniques de l'Information et de la Documentation
- École Nationale Supérieure des Bibliothèques (Villeurbanne)
Diplôme Supérieure de Bibliothécaire

Germany:

- Freie Universität Berlin
Magister Artium
Diplom - Bibliothekar für den Dienst an Öffentlichen Bibliotheken
- Fachhochschule für Bibliotheks- und Dokumentationswesen in Köln
Diplom - Bibliothekar
Hoherer Bibliotheksdienst
- Universität zu Köln
Magister Artium
- Johannes Gutenberg - Universität
Magister Artium (if librarianship is taken as the major subject)

Germany (continued)

- Universität Ulm
 - Geprüfter Medizinischer Dokumentar
- Fachhochschule Hamburg
 - Diplom - Bibliothekar
- Fachhochschule Hannover
 - Diplom - Bibliothekar
 - Diplom - Dokumentar
- Niedersächsische Bibliotheksschule
 - Laufbahnprüfung für den höheren Dienst an Wissenschaftlichen Bibliotheken
- Borromänsverein Bonn
 - Diplom - Bibliothekar
- Fachhochschule für Bibliothekswesen (Frankfurt)
 - Diplom - Bibliothekar
 - Hoherer Dienst
- Bayerische Bibliotheksschule
 - Bibliothekassessor
- Bayerische Beamtenfachhochschule
 - Diplom - Bibliothekar
- Fachhochschule für Öffentliche Verwaltung Stuttgart
 - Diplom - Bibliothekar
 - Diplom - Dokumentar
- Fachhochschule für Bibliothekswesen Stuttgart
 - Diplom - Bibliothekar für den Dienst an Öffentlichen Bibliotheken

Greece:

Insufficient data available to assess acceptability against criteria

Ireland:

- University College of Dublin
 - Diploma in Library and Information Studies
 - Master of Library and Information Studies

Italy:

- Università degli Studi di Roma

Diploma of Archivist-Paleographer, Librarian or Conservator of Manuscripts

Netherlands:

- University of Amsterdam

Opliding tot Wetenschappelijk Bibliothecaris

- Bibliotheek-en Documentatie Academies (Amsterdam, Deventer, Groningen, The Hague, Sittard and Tilburg)

Diploma

INTERNATIONAL COLLOQUIUM ON THE EDUCATION AND TRAINING OF LIBRARY, INFORMATION
AND ARCHIVAL PERSONNEL

Relevant RAMP and Related Documents

1. Documents to be Brought to the Attention of All Participants

Cook, Michael. The Education and Training of Archivists - Status Report of Archival Training Programmes and Assessment of Manpower Needs (PGI-79/CONF.604/COL.2). Paris, Unesco, 1979. Available also in French.

Delmas, Bruno. The Training of Archivists - Analysis of the Study Programme of Different Countries and Thoughts on the Possibilities of Harmonization (PGI-79/CONF.604/COL.1). Paris, Unesco 1979. Available also in French.

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Roper, Michael. Democratic Republic of the Sudan: Establishment of a Technical Training Centre in Archival Restoration and Reprography (FMR/PGI-80/180). Paris, Unesco, 1980.

Crespo, Carmen. Republic of Argentina: Development of a Regional Demonstration and Training Centre at the School for Archivists, University of Cordoba (FMR/PGI-81/116 E). Paris, Unesco, 1981. Available also in Spanish.

White, Brenda. Directory of Audio-Visual Materials for Use in Records Management and Archives Administration Training (PGI-82/WS/8). Paris, Unesco, 1982.

Cook, Michael. Guidelines for Curriculum Development in Records Management and the Administrations of Modern Archives: a RAMP Study (PGI-82/WS/16). Paris, Unesco, 1982.

Kathpalia, Y. P. A Model Curriculum for the Training of Specialists in Document Preservation and Restoration: a RAMP Study with Guidelines (PGI-84/WS/2). Paris, Unesco, 1984. Available also in French and Spanish.

Fishbein, M. H. A Model Curriculum for the Education and Training of Archivists in Automation: a RAMP Study (PGI-85/WS/27). Paris, Unesco, 1985.